



Learning object	Learning outcomes	Evidence for Achievements/Assessment
From the four basic stabilized competences we will treat oral comprehension, oral expression and interaction skills. Moreover we will also work on the “learning to learn and to be” and on the “general learnings and knowledge of the world” highlighting the social rules and the symbolic representations of the world.	We will work on their <u>private language through the public</u> language that we on together. We expect to improve their non verbal language abilities and also the oral skills (listening, understanding & speaking); we will also try to develop Interactional skills and to learn social rules. Perform a chant and follow a rhythm are some of our priorities.	Eye contact and thumbs up/down will be necessary in order to correct and encourage, so we can see and show them the grade of adjustment/achievement they have reach. We will also observe some aspects just like pitch, tone, chunking, associate rhythm, stress pattern, intonation, non verbal language use... (Affect displayers). We will use some kind of token economy due to kids to evaluate themselves through a personal evaluating sheet using different color stickers as a mark.
Discourse/Text targeted		Language targeted- Non verbal language targeted
1. Hello Skippy! Hello kids! Good morning! How are you today? -Hello Skippy! Good morning. Thanks, thank you, and you? (Hello song) 2. Ok. Stand up! Sit down! Stand up slowly! Sit down quickly! Stand up quickly...! (non verbal language) 3. Two little dicky birds sitting on a wall! This is Peter! This is Paul! Fly away Peter!		In the previous cell (“discourse/ text targeted”) we have transcript all the discourses we had in mind for our lesson but this planning focuses mainly on the leading activity (“Two little dicky birds”) so for reasons of time and focusing we are only going to analyze the leading activity (non verbal language): 1.Moves his hands to unite kids and kids get together.

<p>Fly away Paul! Come back Peter! Come back Paul!</p> <p>4. Who is this? What is inside the pouch? What do you think? Who is this? This is a bird! Hello birdie! Hello everybody!</p> <p>5. Fly! Birds fly! We are birds and we fly!</p> <p>6. Play “Two little dicky birds” song. (<i>Two little dicky birds sitting on a wall! This is Peter! This is Paul! Fly away Peter! Fly away Paul! Come back Peter! Come back Paul!</i>)</p> <p>7. Ok. Sit down! Stand up! Sit down quickly! Stand up slowly! Sit down slowly...! (Non verbal language).</p> <p>8. Well kids! What we have learned today? Fly! Fly away! Sitting on a wall! Come back! Bird! Wall...</p> <p>9. Well, it is time to say goodbye! Goodbye Skippy! Bye bye kids! See you tomorrow! Play “bye bye song”. (<i>Bye-bye Skippy! Bye- bye! Bye-bye kids! Bye-bye. Bye-bye everybody! Everybody bye-bye!</i>)</p> <p>10. Bye-bye kids! Remember to leave the class slowly!</p>	<p>Teacher uses eye contact in order to make every child take part in the activity. At the same time teacher will use an ear gesture (hand- ear-listen) moreover with the other hand he/she will make the gesture 1, 2, 3 (Start).</p> <p>2. The teacher, uses his/her fingers and hands due to hold the birds or board to mark rhythm and characterize each bird.</p> <p>3. Uses his/her hands due to introduce children Peter the bird and mark rhythm patterns.</p> <p>4. The teacher, uses his/her hands in order to introduce children Paul the birdie and mark rhythm.</p> <p>5. Uses the illustrator (Peter the bird) due to represent it going away and once more to mark rhythm.</p> <p>7. Uses the illustrator (Paul the birdie) due to represent it going away and once more to mark rhythm patters.</p> <p>8. The teacher: uses his/her hands due to represent Peter the bird coming back and mark rhythm patterns.</p> <p>9. The teacher: uses his/her hands due to represent Paul the birdie flying back and mark rhythm.</p> <p>10. “Well done” thumb up. / “Bad done” thumb down. We try to show with illustrators our approval.</p> <p>11. Repeat again what we did before, but this time we are not going to be in the middle, and guide the song. Slowly we are going to take a more passive role, only playing the track, observing, correcting and encourage. This means unlinking ourselves progressively.</p>
<p style="text-align: center;">Outline of leading activity</p>	
<p><u>Leading activity*</u></p>	

Our leading activity is a narrative song (dramatization) this dramatization sets as a main goal, develop the listening, understanding and interactive skills (speaking as a top aim). We will deal with the social rules through games because most of games are interactional situations in where they can be developed. Kids are going to take part in the interaction using verbal and non verbal language (based in illustrators, that we are going to design carefully and which kids are going to echo). The intended dynamic is that teacher asks pupils to answer him/her (considering that we must not force them to answer especially when we introduce them new stuff). In this period we will give importance the fact that the constant discovering and use of the social rules (turn taking, eye contact: to show agreement when participating, behave properly...).

The present leading activity has a stabilized and constant rhythm, with narrative lyrics that describe some situation in which two little birds sit on a wall, fly away and came back, we will illustrate these actions, by contributing with these symbolic representations to the general learnings and knowledge of the world. This song develops one of the basic knowledge children should learn, acquired with non verbal language using our body and its limbs, and we will mark rhythm with the march (constant rhythm) snapping. Visual contact will be used as a prop as an encouragement resource, and also as a supervising and evaluating tool.

The main activity will be set more than one time so as to be properly set. It will go through differentiated moments: the first moment is when song is firstly play, teacher's role will be more active as a consequence, kids will be more dependent, the followed times thanks to the progressive assimilation of this activity by the pupils side they will be less dependent in other words autonomous. At the beginning teacher will be in the center of the group leading this activity due to illustrate the intended actions we want the pupils to perform; teacher will only illustrate and mark the action verbs. If assimilation goes well teacher will have a secondary role, passing through being in the center of the group to place himself/herself on a side just playing the song and supervising. As reinforcement and evaluating illustrator/emblem we will use thumbs up/down and also bearing in mind eye contact as an achievement device and smiling to them when fulfilling any task. We will use some kind of token economy due to kids to evaluate themselves through a personal evaluating sheet using different color stickers as a mark. All of our techniques are set due to expand their strategies.

Timing	Grouping	Pupils	Teacher	Resources
50 seconds	One by one	Kids come in the classroom and sit in their places orderly.	Allow them to enter the class by using his/her hands...	<i>There are no material resources.</i>

50 seconds	All together	From their places kids interact with Skippy saying hello, how are you? Good morning...	Teacher interacts with the kids through Skippy. *(Skippy is characterized by changing pitch, tone...)	Skippy. We use it as an emotional mediator.
30 seconds	All together	Kids sit down and stand up suddenly when they are asked to. They conclude standing up.	We want them to be stand up for the “Hello song” so in order to this we are going to play a little with orders by asking them to sit down and stand up (slowly & quickly).	<i>There are no material resources.</i>
1 minute	All together	Hello song- Before the previous activity kids will perform and sing the hello song by moving their arms, hands, facial expressions, walking in their places... (All of this next to their places).	Teacher plays the song and guides kids through the song by employing illustrators and once more focusing the activity using Skippy. (because we are singing to Skippy)	Skippy and the CD.
30 seconds	All together	Kids begin following the march by the rhythm of the clicks made by the teacher.	With the rhythm of the “transition song” (beginning of the track “hello song”) we can make a transition from their places to the meeting area using visual contact, clicks, walking march, facial expressions... (This is where we are going to perform the leading	CD.

			activity) So we made them sit down in this area.	
1 minute 30 seconds	All together	Kids will proceed to cover one bird or another following our instructions.	We proceed to give one sheet per student and begin the explanation and start exercising which bird is Paul, Peter, the wall by covering and pointing.	Picture of the “two little dicky birds” (illustrator).
1 minute	All together	Kids will rise up and follow our instructions and say to Skippy hello again, ask who is the one bird inside Skippy’s pouch and say hello to it.	Now we pick up Skippy again and show it to one student in order to guess what is inside Skippy’s bag. This way all of our kids interact with Skippy and also with our new friends (bird).	Skippy and one bird (inside Skippy’s pouch) this kind of surprise that will help to attract their attentions.
1 minute 30 seconds	All together	They stand up and simulate that they are flying	Now we make them stand up in order to make them fly by moving their arms. We pretend to relate the flying action with its word “fly”.	<i>There are no material resources.</i>
<i>So far 6 minutes aprox. Have elapsed.</i>				
10 minutes	All together	Kids will make an attempt to perform	We still remain standing up and play the CD; starting the <u>Leading activity*</u> (see the <u>discourse analysis board</u> & <u>“outline of leading</u>	CD, toy bird, cardboard theater, the “two little dicky” sheet (cut by the teacher).

			<u><i>activity” cell).</i></u>	
30 seconds	All together	Once more pupils begin following the march by the rhythm of the clicks made by the teacher.	With the rhythm of the “transition song” (beginning of the track “hello song”) we can make a transition from the meeting area using visual contact, clicks, walking march, facial expressions... So we made them sit down back in their seats.	CD.
30 seconds	All together	Once ever more pupils sit down and stand up suddenly when they are asked to. They conclude sitting down.	We want them to be on their seats, due to this we are going to play again with commands by asking them to sit down and stand up (quickly & slowly).	<i>There are no material resources.</i>
3 minutes 10 seconds	All together	Kids will have the chance to use their private language that it’s given through the public language that we have worked on together. They will do this, in the review, by repeating the vocabulary and other knowledge of this lesson	Now we make some kind of summary of this lesson. We are going to review some words (vocabulary given in this lesson: birds, fly, come back, fly away, wall, sitting on...). We are going over with the vocabulary by using illustrators like waving our	Toy bird, cardboard theater, the “two little dicky” sheet (cut by the teacher). Token economy sheet and stickers.

		with us. We will also encourage children to “evaluate” themselves in every task they did during the lesson. We will make some kind of token economy using a personal sheet per child with some stickers as they think their level of achievement (green, yellow and red). Sometimes we can talk with every child and ask him/her why they think they deserve that self-evaluation.	arms, pointing the pictures, the toy bird...	
50 seconds	All together	Kids will sing the “goodbye song”, after finishing it they will leave the class orderly.	Now we point the clock and tell them that it is time to say goodbye. As we did in the beginning we will use Skippy but this time to let them now class is dismiss and say goodbye. We will play the “goodbye song” track and later we will ask them to leave the class tidily.	Skippy and CD.
Assessment Criteria				

All children criteria must be able to	Most of the children will be able to	Some of the children could
<p>-Pupils must be able to assume three levels of performance: listening, understanding and interacting skills in a current oral interaction.</p> <p>-Children will be aware when we start the dramatization/narrative game and also when finishing it.</p> <p>-Kids will follow the rhythm of the song.</p>	<p>-We expect all of the kids what we have told before but in this case with higher levels of achievement. (Previous assessment criteria cell).</p> <p>-Follow the rhythm of the song and perform at same time.</p> <p>-Control oral skills and no verbal language (using body limbs and face).</p>	<p>-We expect all of the kids what we have told before but in this case with higher levels of achievement. (Previous assessment criteria cells).</p> <p>-Some of the pupils will identify some representations of the world by understanding some of the illustrators used in the classroom.</p> <p>-Pupils will progressively learn to develop learning strategies.</p> <p>-We want children through social and public language to develop their private language progressively.</p>